

## DOCUMENT RESUME

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IDENTIFIERS \*Carl D Perkins Voc and Appl Techn Educ Act 1990; \*North Carolina

## ABSTRACT

In North Carolina, work force development education (WDE) begins in grade 6 with exploratory courses and leads to specialized classroom instruction in grades 11 and 12. Since 1992-1993, North Carolina's WDE programs have been evaluated with respect to eight long-range performance standards. Only in the case of standard 1 (all students will have career development plans appropriate to their designated career goals) was steady progress made from 1992-1993 to 1996-1997 (23.73% to 97.96%). Fewer schools met standard 7 (the completer unemployment rate will be lower than the county's youth unemployment rate) in 1996-1997 (93.66%) than in 1992-1993 (95.09%). In the cases of the other standards examined, 1996-1997 indicators were slightly to somewhat higher than 1992-1993 indicators; however, the progress was not steady throughout the intervening years. When asked to rate completers of WDE on a scale of 0 to 5, the 4,534 North Carolina employers who responded to a survey of 11,540 employers gave the completers a 4.0 on most items (including knowledge of duties, accuracy/quality of work, and attendance), a 3.9 on knowledge of technical information, and a 4.1 on ability to get along. On average, 3,600 employers were involved in curriculum development and vocational student organizations annually. (MN)

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North Carolina

ERIC

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for Program Years 1992-1993  
1993-1994  
1994-1995  
1995-1996  
1996-1997

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Workforce Development Education

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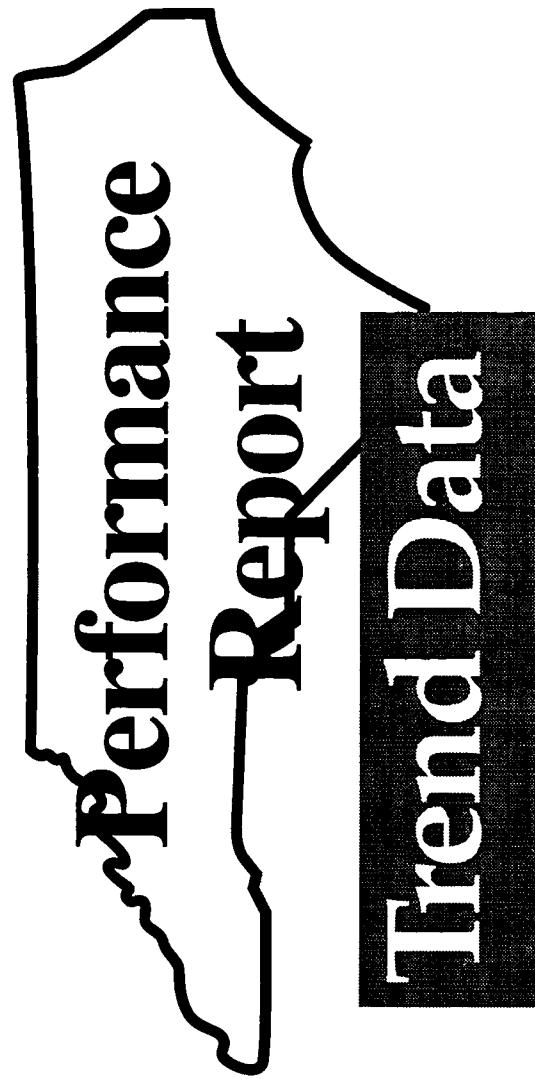
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1993-1997•North Carolina  
Workforce Development Education



June S. Atkinson, Head, Workforce Development and  
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## **Workforce Development Education**

Workforce Development Education in North Carolina is organized in grades 6 through 12 in the public school system. The program begins with exploratory courses and leads to specialized classroom instruction in grades 11 and 12.



The mission of Workforce Development Education is to empower students for effective participation in an international economy as world class workers and citizens.

**The purposes of Workforce Development Education are to:**

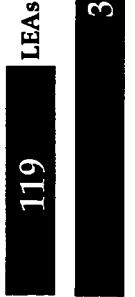
- Prepare students for further workforce development education.
- Prepare students for initial employment.
- Assist students in making educational and career decisions.
- Apply and reinforce related learnings from other disciplines.
- Prepare students to make informed consumer decisions and apply practical life skills.
- Assist members of special populations to succeed in workforce development education programs.

# Workforce Development Education Trends

1995-96

## Department of Public Instruction

Served:



9 Career Centers

Total Education Expenditures:  
(94-95)

All school programs:  
\$5,534,571,720

12

1996-97

Served:

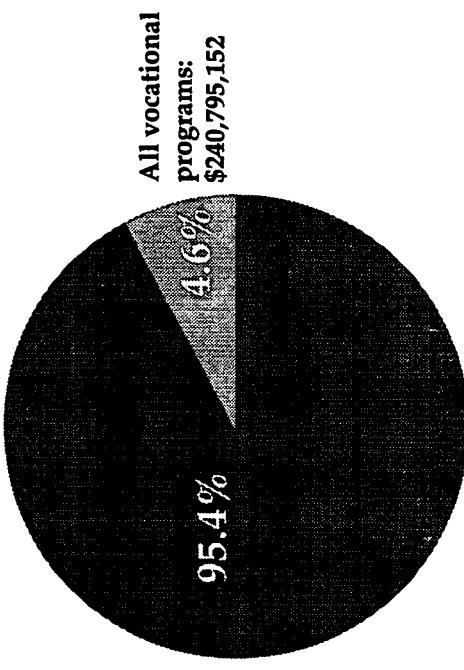
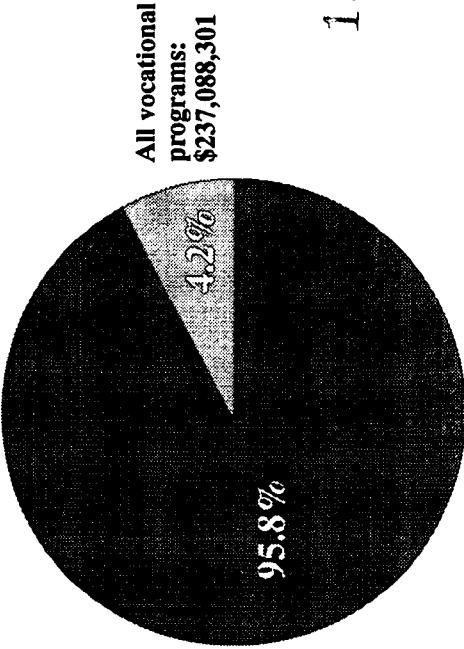


9 Career Centers

Total Education Expenditures:  
(95-96)

All school programs:  
\$5,703,133,301

13

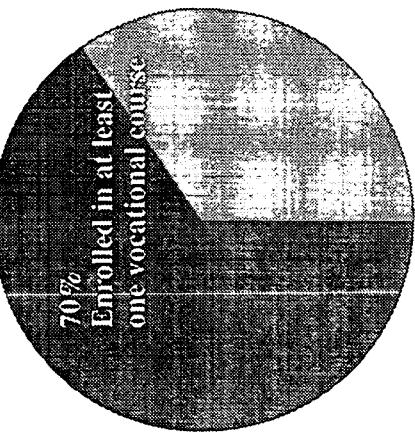


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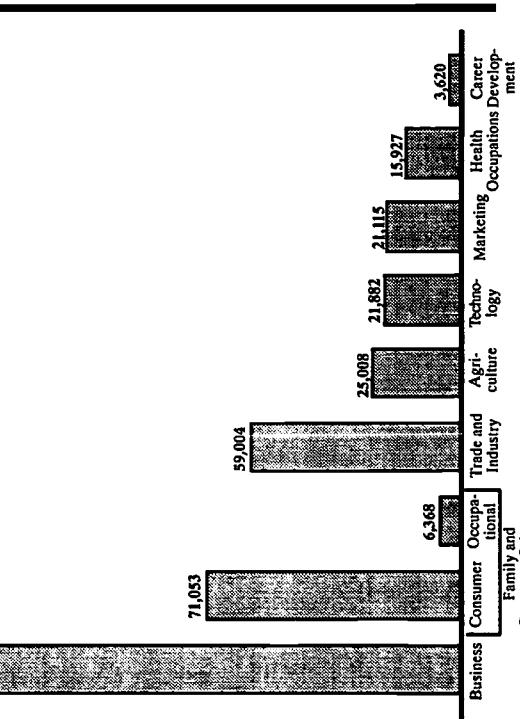
## 1995-96

### Student Enrollment

Total Statewide Enrollment Grades 9-12: 310,960  
 Total Statewide Enrollment in Vocational Education Grades 9-12 (unduplicated count) 218,889  
 Enrollment in Vocational Education Grades 6-8: (duplicated count) 236,681



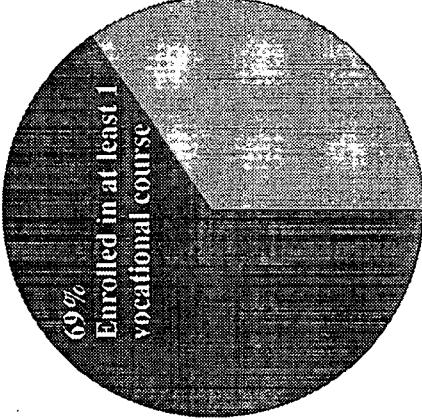
Numbers of Students per Program Area:



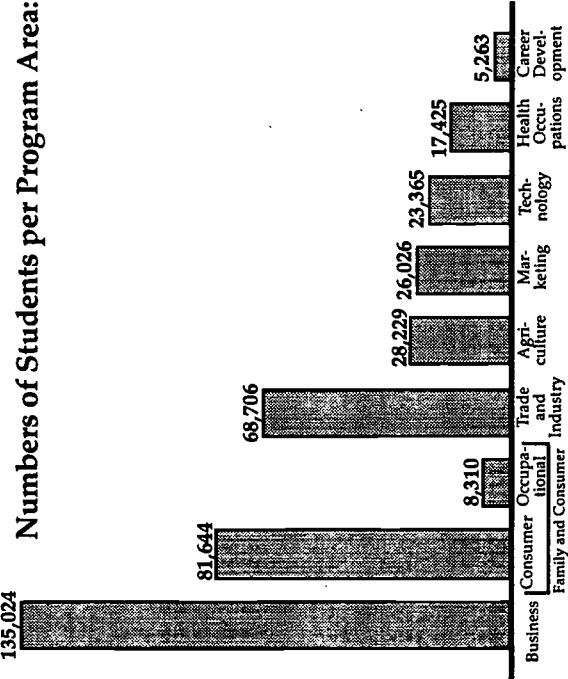
## 1996-97

### Student Enrollment

Total statewide enrollment Grades 9-12: 322,958  
 Total statewide enrollment in Vocational Education Grades 9-12: (unduplicated count) 222,639  
 Enrollment in Vocational Education Grades 6-8: (duplicated count) 253,894



Numbers of Students per Program Area:



## Workforce Development Education

### Program Areas

Agriculture  
 Business  
 Career Development  
 Family and Consumer Sciences  
 Health Occupations  
 Marketing  
 Technology  
 Trade and Industry

# Workforce Development Education Facts

1995-96

Of the 38,614 Workforce Development Education completers:

Percent of  
1995  
Completers

66%

60%

Unemployment  
Comparison:

14.9%

Employed+  
Continuing  
Education+  
Home-making  
Full Time

1%

Vocational  
completers  
seeking full  
time work  
not employed

3.43%

+ Some students are included in both employment  
and education; three % are in the military

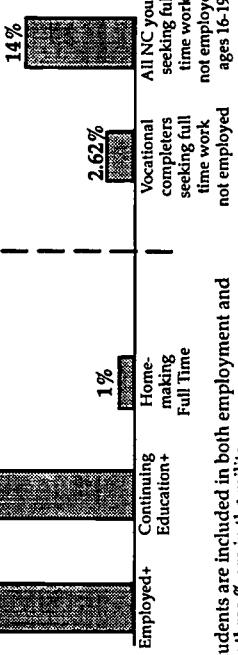
1996-97

Status of the 34,601 Workforce Development Education completers:

Percent of  
1996  
Completers

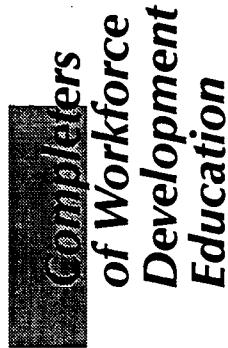
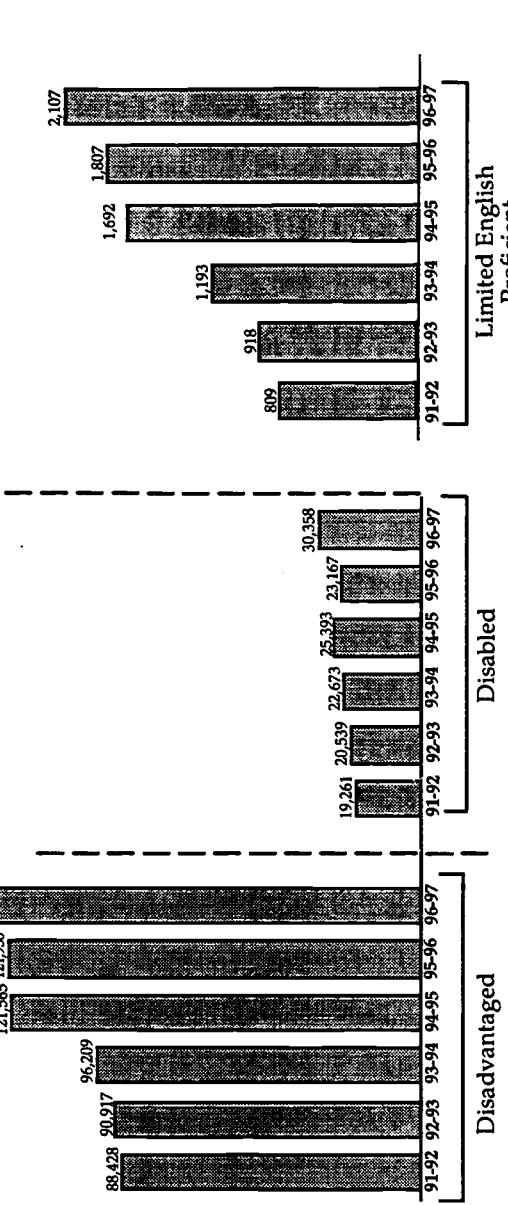
71%

Unemployment  
Comparison:



+ Some students are included in both employment and education; three % are in the military

141,70



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The performance measures and standards for workforce development education programs were approved by the State Board of Education in January, 1994. The long-range performance standards measure the access, progress, and success levels of all workforce development students.

Annually, local education agencies must submit a workforce development education application. This application must address the extent to which workforce development programs are making sufficient progress in meeting the performance measures and standards. Goals and strategies for making continuous improvement and allocating resources are included in this application.

The Vocational Competency Achievement Tracking System (VoCATS) helps LEAs plan, implement, and evaluate workforce development instruction. This system provides current status of student performance and provides documentation for course competency mastery and gains.

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Definitions:

Performance - The demonstration of desirable knowledge, skills and attitudes in the most authentic environment possible.

Performance Measure - A type of outcome that is important for quality and/or quantity.

Performance Standard - A level of performance on a measure that students, programs or institutions are expected to achieve.

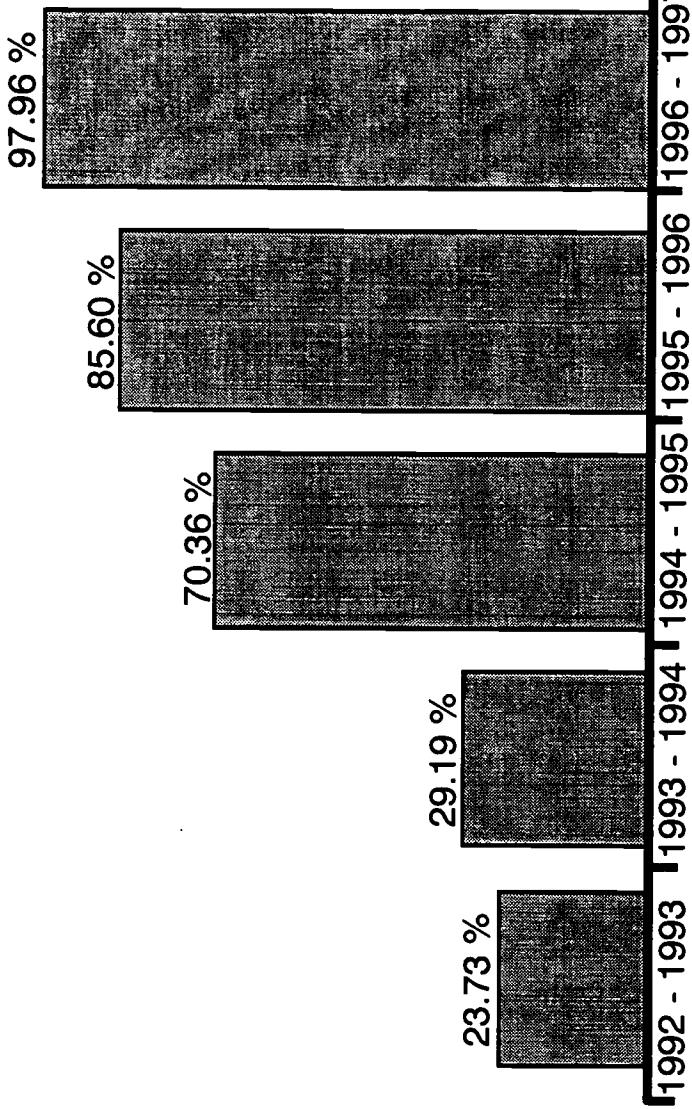
# Workforce Development Education

## Long-Range Performance Standard One:

Each student will have a Career Development Plan (CDP) appropriate for his or her designated career goal.

## Trend Data for School Years 1993-97 Statewide Summary of Performance Standard One

Percent of all Program Areas Meeting Performance Standard One



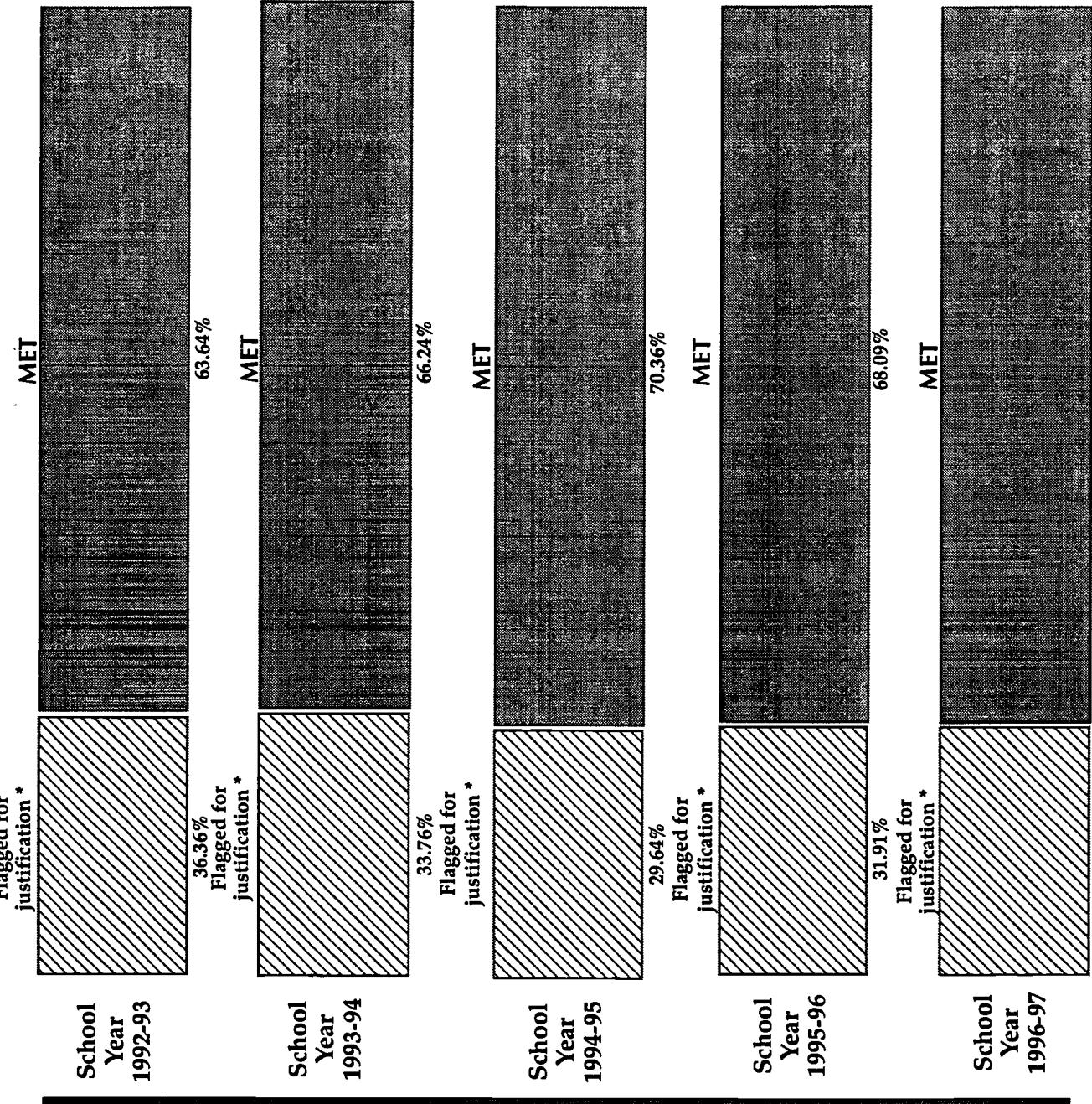
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(Program Areas Were Counted Once Per School)

# Workforce Development Education

Trend Data for School Years 1993-97

## Statewide Summary of Performance Standard Two



## Long-Range Performance Standard Two:

If the enrollment of members of special populations differs more than a third in that school, it must be justified by documentation in the CDP.

(Program Areas Were Counted Once Per School)  
 \*Enrollment may be justified based on students' CDPs.

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TEST COPY AVAILABLE 27.93% 9

# Workforce Development Education

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## Long-Range Performance Standard Three:

Eighty percent of all students completing each vocational course will have mastered 80% of the course competencies.

Trend Data for  
School Years 1993-95  
**Statewide Summary**

### **Performance Standard Three, Four, and Five**

These summaries can be found in prior VoCATS data publications.

## Long-Range Performance Standard Four:

Eighty percent of all students completing Level I vocational courses will have gained 60% from a pretest to a posttest.

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## Long-Range Performance Standard Five:

Eighty percent of all students completing level II vocational courses will have gained 40% from a pretest to a posttest.

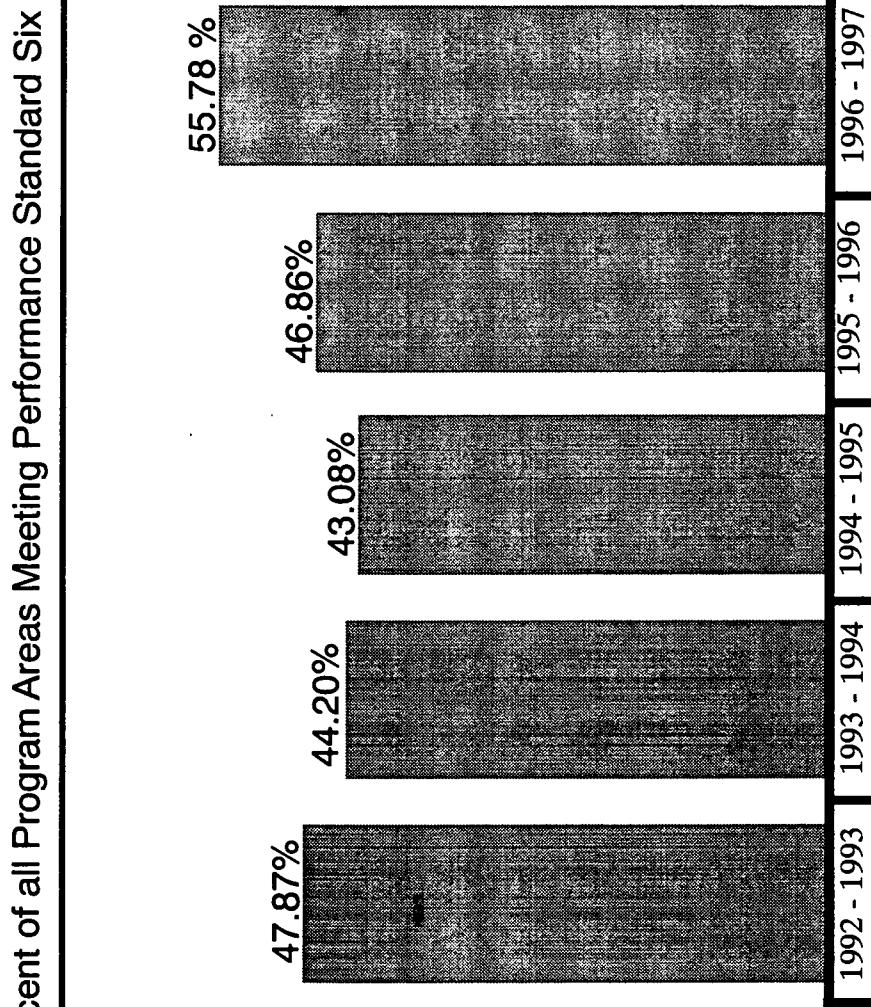
During school years 1995-96 and 1996-97 VoCATS data were compiled only at the school system level. Statewide data were not compiled during 1995-96 and 1996-97.

# Workforce Development Education

## Long-Range Performance Standard Six:

Seventy percent of vocational and technical education completers will enter further training or education.

## Trend Data for School Years 1993-97 **Statewide Summary** **Performance Standard Six**



# Workforce Development Education

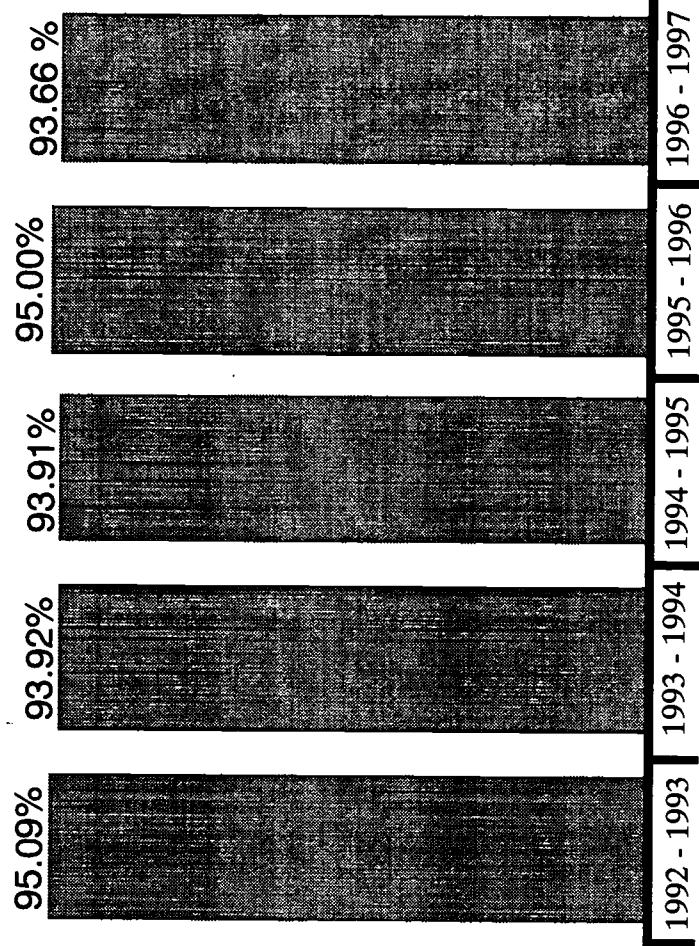
Long-Range Performance  
Standard Seven:

The completer unemployment  
rate will be lower than the  
county's youth unemployment  
rate reported by job skills-related  
program areas.

Trend Data for  
School Years 1993-97  
**Statewide Summary**

**Performance Standard Seven**

Percent of all Program Areas Meeting Performance Standard Seven



(Program Areas Were Counted Once Per School)

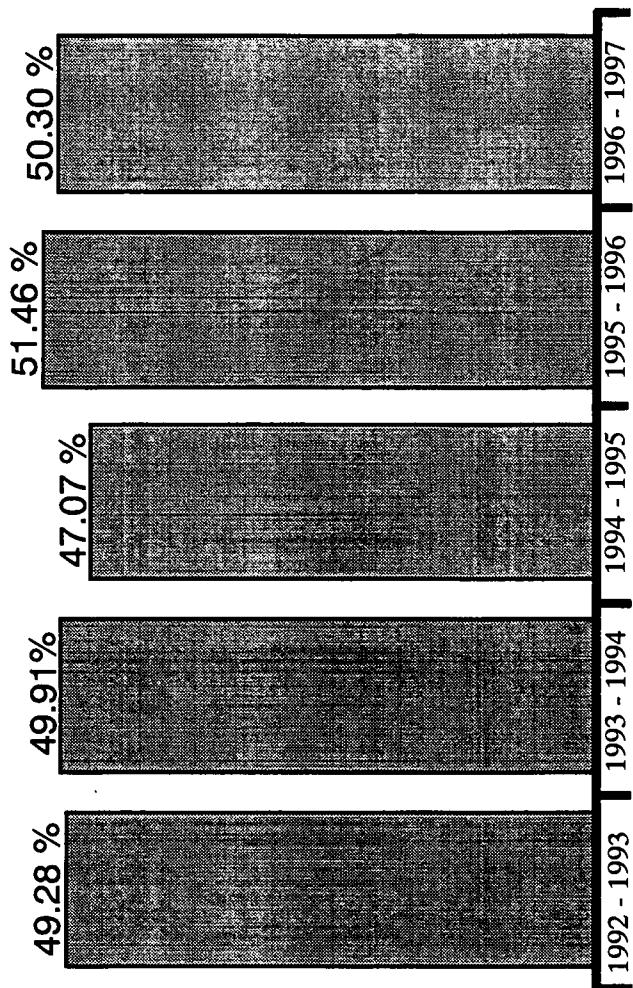
# Workforce Development Education

Long-Range Performance  
Standard Eight:

Seventy percent of completers\*  
will be employed in jobs related  
to their vocational program.

Trend Data for  
School Years 1993-97  
Statewide Summary  
Performance Standard Eight

Percent of all Program Areas Meeting Performance Standard Eight



\* Completers finishing a technical  
sequence and finding full time employ-  
ment as reported by job skill program  
areas by schools.

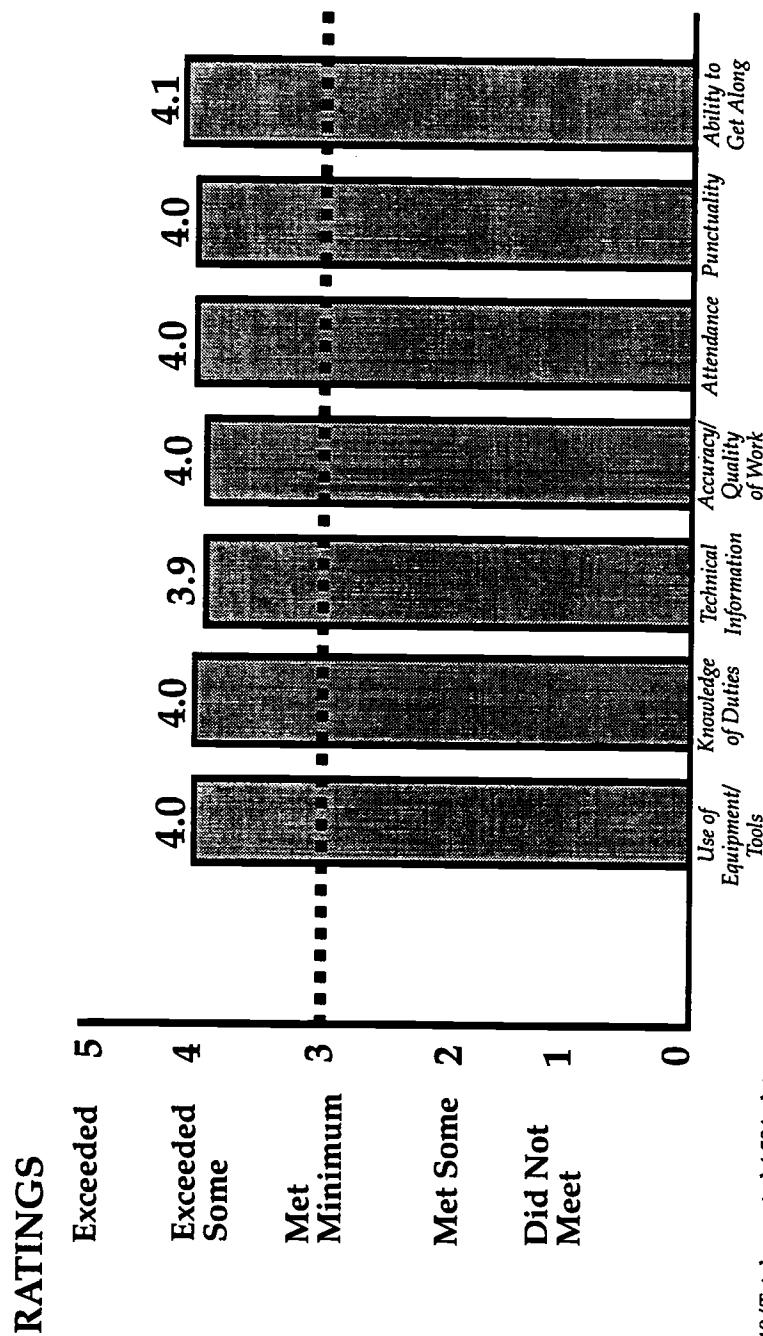
(Program Areas Were Counted Once Per School)

# Workforce Development Education Involvement With Business and Industry...

An average of 3,600 business / industry representatives are annually involved in:

- Curriculum development
  - Staff development
  - Vocational student organizations

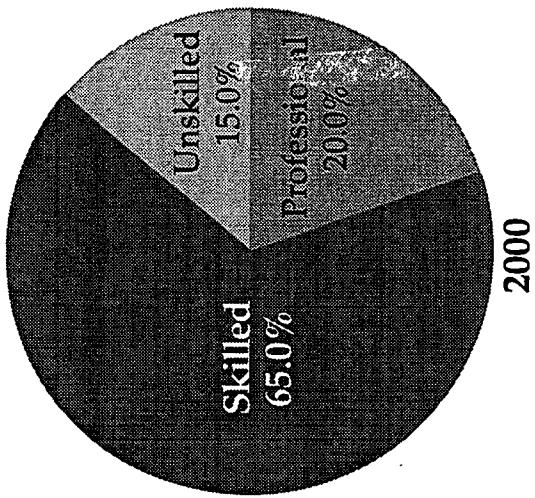
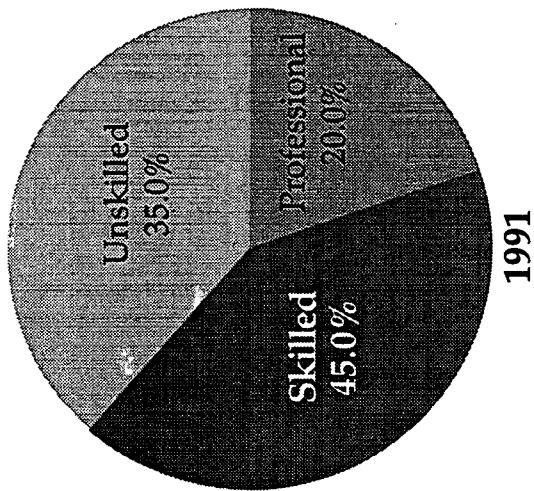
**Employer\* ratings of Workforce Development Education Completers**



\* Total surveyed 11,540/ Total reported 4,534; data from 1995-96 completers.

# Workforce Development Education The Future . . . . .

Job skill level changes (1950-2000)\*



\* Source of Data: Bureau of Labor Statistics

## **The Challenges**

# Workforce Development Education

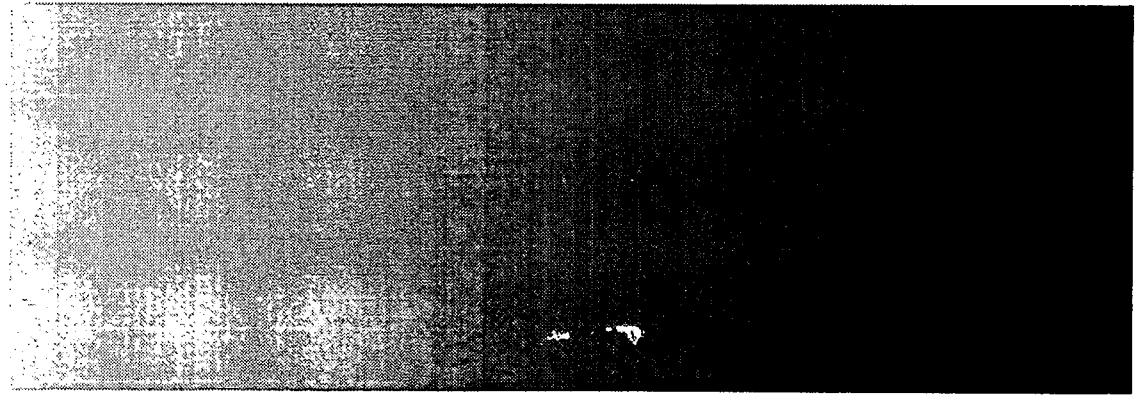
- Workforce development education represents an opportunity to improve the quality of education and training for students. Workforce development education demonstrates coordinated efforts for providing school-to-work opportunities for students. Workforce development programs must:
- Integrate work-based learning and school-based learning, integrate academic and vocational learning, and build effective linkages between secondary and postsecondary education;
  - Provide all students opportunities to complete a career major;
  - Provide students with strong experience in and understanding of all aspects of the industry they are preparing to enter; and
  - Provide all students with equal access to the full range of program components.\*

\* Source: School-to-Work Act of 1994

November, 1997

**Workforce Development Education conducts all activities and procedures  
without regard to race, creed, color, national origin, gender or disability.**

 **Workforce Development Education**  
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